

# THE IOWA PROFESSIONAL DEVELOPMENT MODEL

## EXECUTIVE SUMMARY

### **What is the Iowa Professional Development Model?**

The Iowa Professional Development Model focuses on improving student learning and engages all educators in collective professional development. The model provides guidance for local districts to use when designing, implementing, and evaluating the district career development plan as well as the individual teacher career development plans.

### **What is the purpose of this type of professional development?**

The intent of the Iowa Professional Development Model is to provide a structure for professional development that is focused, collaborative, and that directly supports the Comprehensive School Improvement Process (CSIP) goals for student achievement.

### **What influenced the formation of the model?**

The model was established in response to state and federal legislation, current trends in education, and research.

- Overwhelming evidence that well designed staff development, fully integrated with effective school improvement practices, can increase student learning.
- Iowa Student Achievement and Teacher Quality Program (SF 476, 2001)
- Federal legislation - No Child Left Behind Act (2002)
- State and National Standards for Staff Development (National Staff Development Council and the Iowa Teacher Quality Program)

### **Who developed the model?**

The model is a collaborative effort of the Iowa Department of Education and the Iowa Teacher Quality Professional Development Stakeholder Group. This group includes representatives of the major organizations and role groups involved in professional development and school improvement in Iowa.

### **What are the requirements for school districts?**

Each district is required to submit a district career development plan as part of The Comprehensive School Improvement Plan. The first district plans were submitted in September of 2004 (IAC 281—83.6(2)). In September of 2005 individual teacher career development plans will be required. The individual teacher career development plan will be developed, in cooperation with the teacher's supervisor, for each career teacher in the district.

## **How does a district accomplish gains in student achievement through staff development?**

The process that results in student learning is described in the full text of the Iowa Professional Development Model (see DE Web Page). This process involves teachers and administrators in the collective study of student data, goal setting, determining content, designing training/learning opportunities, and using data to measure targeted outcomes, guiding training decisions, and evaluating the program. The Iowa Professional Development Standards establish expectations for the implementation of this process.

## **What are the Iowa Professional Development Standards?**

The Iowa Teacher Quality legislation established standards for professional development. These standards are to be used in designing, delivering, and evaluating the district career development plans.

### ***The Iowa Professional Development Standards***

*Implementation of a school district's career development plan shall meet the following standards:*

1. *Align with the Iowa teaching standards and criteria;*
2. *Deliver research-based instructional strategies aligned with the student achievement goals established by the district;*
3. *Deliver professional development training and learning opportunities that are targeted at instructional improvement and designed with the following components:*
  - *Student achievement data and analysis;*
  - *Theory;*
  - *Classroom demonstration and practice;*
  - *Observation and reflection;*
  - *Teacher collaboration and study of implementation; and*
  - *Integration of instructional technology, if applicable;*
4. *Include an evaluation component that documents the improvement in instructional practice and the effect on student learning; and*
5. *Support the professional development needs of district certified staff responsible for instruction.*

## **What might a district do this year to get started?**

Districts are encouraged to evaluate their current professional development practices to determine where their system of professional development may need strengthening. For a self-assessment tool to be used by local districts, see *School Improvement/Staff Development: Evaluating Current Plans* in Appendix B of the Model.

## **How can I learn more about the Iowa Professional Development Model?**

For additional sources of information:

- The Department of Education web site <http://www.iowa.gov/educate/content/view/232/517/>
- Department of Education Contact - Deb Hansen [deb.hansen@iowa.gov](mailto:deb.hansen@iowa.gov)
- Area Education Agency Professional Development Consultants

For additional sources of information see the Iowa Department of Education web site <http://www.iowa.gov/educate/content/view/232/517/> or contact Deb Hansen [deb.hansen@iowa.gov](mailto:deb.hansen@iowa.gov)

# Iowa Professional Development Model:

1. The focus is on instruction and curriculum. Theory is present underlying the instructional strategy or model selected for staff development. The strategy or model:
  - directly addresses student achievement in an academic area (deep content knowledge in reading, math, science, etc.)
  - has a research base (evidence of improved student achievement across settings, across time, and for all students).(Bransford, Brown and Cocking, 1999; Calhoun, 1994; Kennedy, 1990, 1999; Joyce and Showers, 2002; Schmoker, 1996; Slavin and Fashola, 1998)
2. The **study of implementation** is built in as a routine. The faculty studies student data related to the content of professional development. The faculty regularly studies implementation data to know what students are experiencing. (Joyce and Calhoun, 1996; Joyce and Showers, 2002; Slavin, 1996)
3. **All site and district personnel** responsible for instruction participate in the professional development. All teachers are included and the principal is heavily engaged in all aspects of the initiative. District administrative personnel and the approved provider are involved in training and in providing follow-up. (Operationally, this looks different at the elementary and secondary levels.) Research is clear that when increased student achievement is the goal, it is the collective efforts of educators that accomplish these goals. (Elmore, 2000; Joyce and Calhoun, 1996; Joyce and Showers, 2002; Newmann and Wehlage, 1995; Rosenholtz, 1989; Slavin, 1996; Wallace et al, 1984, 1990)
4. **Goals focusing on student learning** provide the direction for staff development efforts. There is a clearly identified need based on student data and the district's long-range and annual improvement goals as described in the CSIP. The strategy or model selected for staff development can be interpreted/applied in classroom settings. The desired teacher behaviors and the desired student behaviors are described. (Bernhardt, 1998; Rosenholtz, 1989; Schmoker, 1996)
5. **Intensive professional development** is provided. In addition to presentations of information and theory about the instructional strategy, participants are provided with multiple demonstrations modeling the use of the strategy and opportunities to practice using the instructional strategy demonstrated. Professional development is sustained over time. The initiative is designed to last until implementation data indicate that the teachers are implementing the strategy accurately and frequently and student performance goals are met. (Joyce and Showers, 1983, 2002; NSDC, 2001; Odden, et al., 2002; Wallace, LeMahieu, and Bickel, 1990)
6. **Collaboration** is built in with opportunities for teachers to work together on a regular basis. The professional development initiative is part of the day-to-day work of teaching. The focal point of professional development planning and implementation is at the building level. Adequate time is provided for workshop experiences and workplace supports, i.e., planning together, rehearsing and observing lessons (coaching), practicing strategies in the classroom, and collecting, analyzing and discussing data. (Fullan and Hargreaves, 1991; Lieberman and Miller, 1996; Little, 1997; Rosenholtz, 1989; Showers, 1982, 1984, 1985; Showers and Joyce, 1996; Showers, Joyce and Bennett, 1987)
7. The initiative has built in **ongoing follow-up, support, and technical assistance**. An LEA or AEA consultant or other approved provider provides ongoing technical assistance. This technical assistance occurs regularly in classrooms and in the workshop setting. (Joyce and Showers, 2002; Rosenholtz, 1989; Showers, 1982, 1984)
8. **Formative evaluation** ensures the regular and systematic collection of data relevant to stated goals (student progress, implementation of innovations, etc.) and **summative evaluation** provides information about the cumulative impact of a planned change on student learning. Data collected during the formative evaluation process may also be used in the summative evaluation. When student need is driving the planning and design of staff development, data on student response to the content of staff development is essential throughout the process. (Calhoun, 2001; Hertling, 2000; Yap et al., 2000)

# Iowa Professional Development Model

Student learning – at the center  
of school improvement and staff development

## Operating Principles

- Focus on Curriculum, Instruction, and Assessment
- Participative Decision Making (School & District)
  - Leadership
  - Simultaneity

